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ABSTRACT

The purpose of this study was to profile the internship component of the Health Careers 2000 program, a School-to-Work (STW) grantee. The direction, extent, and focus of program implementation was studied to determine the degree of any substantive effect the internship program has had for its high school and community. Concerns and issues addressed include: (1) Does the program prepare young people to enter the work force with appropriate skills? (2) Does the program address involvement of the community? (3) Does the program operate such that learning is linked to the world beyond the classroom, and does it allow students to explore ideas based on their own interests? (4) Does the internship program operate on the basis of teamwork in partnership with business? (5) Can the program be replicated? and (6) Will the program become self-sustaining? STW, the program, participants (N=62), and the research strategy are discussed. Three evaluation surveys were conducted: (1) student satisfaction; (2) business partnership surveys; and (3) supervisor evaluation that asked health care professionals to evaluate the students they had worked with in the program. Results are presented in tables and discussed. A summary speaks to the questions raised initially. Appendix A is the Student Satisfaction Survey; Appendix B is the Business Partnership Survey; Appendix C is the Supervisor Evaluation Form; and Appendix D is a table of supervisor evaluations by individual students. (Contains 30 tables.) (EMK)

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ED 428 319

HEALTH CAREERS 2000: A SCHOOL-TO-WORK PROGRAM IN PINAL COUNTY, ARIZONA

EVALUATION REPORT

Gregory Goodman, M.S.

CREATIVE RESEARCH ASSOCIATES

JULY, 1998

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EXECUTIVE SUMMARY

The purpose of this study was to profile the internship component of a School-to-Work (STW) Program known as Health Careers 2000, which was proposed and implemented by the Santa Cruz Valley Union High School in Eloy, Arizona. Program administrators received a STW grant from the Pinal County School-to-Work Partnership to secure start-up money for developing the foundation of the project. The report specifically addresses the Internship Program, which is a component within the broader project known as Health Careers 2000. Sixty-two students participated, from which this report aims to determine the direction, extent, and focus of program implementation, and to ascertain the degree of any substantive effect Health Careers 2000 has had as a systemic STW component for its high school and community. The information in this report serves interests beyond Eloy, Arizona and Pinal County. It addresses the concerns of Morrison Institute and the State of Arizona -- as well as School-to-Work Partnerships around the country. Some of these concerns and issues include the following:

- Does a specific STW program prepare young people to enter the work force with the appropriate skills?
- Does the program address the concern of how to involve communities in helping to prepare their young people for the future?
- Does the program operate on the belief that curricula should link learning to the world beyond the classroom, and does it allow students to explore ideas based on their own interests?
- Does the program operate on the basis of team-work, partnership governance, and working with businesses in the community?
- Can the program be replicated by other interested parties?
- Will the program become self-sustaining over time?

Administrators of the Health Careers 2000 Program have regularly collected evaluation information on student performance and outcomes for the internship component. A pretest and posttest was administered to each participant, and three different evaluation surveys were conducted to determine student satisfaction and student/program performance. The three evaluation surveys included the following: 1) A program evaluation by students to determine student satisfaction, 2) Business Partnership Surveys to gain feedback on what business partners had thought about the program and the students involved and, 3) Supervisor Evaluations that asked health care professionals to evaluate the students they had worked with in the program.

The comprehensive program known as Health Careers 2000 included the following participants: 272 students in grades 9-12 at Santa Cruz Valley Union High School, four faculty members from the Central Arizona College Nursing and Health Occupations Department, the Director of Continuing Education at Central Arizona College, 46 Career Speaker Forum presenters, 25 Work-Based Learning site supervisors, 20 job-shadowing sites, two entrepreneurial partners and, ten intern sites where approximately 272 high school students were placed for work-based experiences. Sixty-two (62) students from the 272 total participants took part in the internship component of Health Careers 2000.

The following information illustrates some of the statistical highlights of the evaluations that were administered to students in the internship component of Health Careers 2000.

Student Satisfaction Surveys (N = 57)

This evaluation was a Likert scale survey in which a statement is followed by a scale of potential responses with which students indicate degrees of agreement or disagreement.

- To the statement, "I am receiving excellent instruction during my internship," 16 students (28%) strongly agreed, 30 students (52.6%) agreed, six students (10.5%) could not evaluate, four students (7%) disagreed and, one student strongly disagreed.
- To the statement, "I feel the internship program is helping to prepare me for a career," 35 students (61.4%) strongly agreed, 12 students (21.1%) agreed, seven students (12.3%) didn't know, two students (3.5%) disagreed and, one student strongly disagreed.
- To the statement, "The Health Careers 2000 Intern Program is helping to prepare me for my future educational goals," 31 students (54.4%) strongly agreed, 20 students (35.1%) agreed, five students (8.8%) did not know and, one student strongly disagreed.
- To the statement, "I feel the Health Careers 2000 Intern Program is worthwhile and of great benefit," 38 students (66.7%) strongly agreed, 17 students (29.8%) agreed, one student did not know and, one student strongly disagreed.

Business Partnership Surveys (N = 13)

This evaluation was also a Likert scale survey in which a statement about the students or the program is followed by a scale of potential responses by which business partners indicate degrees of agreement or disagreement.

- To the statement, "I feel that the internship program is helping to prepare Santa Cruz students for a career," 11 out of 13 business partners strongly agreed and two respondents did not know.
- To the statement, "The Health Careers 2000 Program is having a positive effect on the students," 9 out of 13 business partners strongly agreed and, the remaining four partners agreed.
- To the statement, "I feel the Health Careers 2000 Program is worthwhile and of a great benefit," 12 out of 13 business partners strongly agreed and one partner agreed.

Supervisor Evaluations of Students (N = 327)

This evaluation was a Likert-type rating scale that featured a series of gradations or levels describing various degrees of performance (outstanding, above average, average, and needs improvement) for each specific item. There were 62 students in the Internship Program, all of whom were regularly evaluated, and typically received between 4 and 7 evaluations per student throughout the course of the program. This added up to a total of 327 evaluations submitted by health care professionals who worked with and supervised the students. Frequencies of all 327 evaluations of the 62 students by their supervisors show the following:

Item	Outstanding		Above Average		Average		Needs Improvement		Not Applicable	
	#	%	#	%	#	%	#	%	#	%
Punctuality	141	43.1%	129	39.4%	49	15.0%	3	.9%	5	1.5%
Attendance	142	43.4%	109	33.3%	49	15.0%	0	0%	27	8.3%
Following Directions	149	45.6%	124	37.9%	46	14.4%	2	.6%	6	1.8%
Initiative	131	40.1%	122	37.3%	67	20.5%	4	1.2%	3	.9%
Ability to Work w/Others	150	45.9%	131	40.1%	39	11.9%	4	1.2%	3	.9%
Enthusiasm	140	42.8%	118	36.1%	59	18.0%	8	2.4%	2	.6%
Courtesy	155	47.4%	131	40.1%	40	12.2%	1	.3%	0	0%
Accepting Criticism	131	40.1%	106	32.4%	54	16.5%	1	.3%	35	10.7%
Comply w/Rules	143	43.7%	117	35.8%	60	18.3%	2	.6%	5	1.5%
Ability to Communicate	138	42.2%	120	36.7%	60	18.3%	6	1.8%	3	.9%
Desire to Learn	147	45.0%	123	37.6%	50	15.3%	6	1.8%	1	.3%
Appropriate Dress	165	50.5%	124	37.9%	27	8.3%	0	0%	11	3.4%
Grooming	165	50.5%	125	38.2%	26	8.0%	0	0%	11	3.4%

SCHOOL-TO-WORK

School-to-Work (STW) is a legislative initiative passed by Congress and signed by President Clinton in 1994. It is the only federal initiative under the jurisdiction of two departments -- Education and Labor. It represents a systemic approach towards curricula that emphasizes school-based activities with work-based activities, and the connection between the two. STW is an initiative that encourages students, parents, and entire communities to band together in a concerted effort to connect the activities of the classroom with the demands of the work place. Career awareness and development in the classroom is integrated with business consortiums that provide job-shadowing activities, co-op work experiences, internships, and actual employment. It helps prepare students for the world of work by creating relationships with potential employers on what types of skills students need to become qualified for and compete in the market place.

The Pinal County School-to-Work Partnership was organized under the federal School-to-Work Opportunities Act of 1994 -- which directs that all of America's children will be prepared for economic self-sufficiency through exposure to career choices and pathways as part of their educational experience. All school districts, colleges and universities, economic development offices, employers, professional organizations, labor unions, community agencies serving youth, governmental entities, apprenticeship sponsors and many others are automatically part of the partnership and are invited to assist with this undertaking.

The goal of the partnership is to establish an enduring system in which many individual agencies and projects join in achieving the task set out under the law. Pinal County School to Work initiatives include contracts with existing groups whose services help tie curriculum-driven learning to worksite applications, community wide seminars during which ideas, techniques and tactics are shared, publications that document and describe existing successful school to work activities, and a competitive mini-grant process to provide seed money for new, easily replicated school to work ventures that partner educators and employers in workforce development.

PROGRAM DESCRIPTION

The Community

The Santa Cruz Valley Union High School is located in Eloy, Arizona -- a town with a population of approximately 9,000 people located along the growth corridor between Phoenix and Tucson. Local industries include Glasstile West (a division of division of Ravon industries), Marley Cooling Towers, Inc., Hasa Chemical, Arizona Wood Preservatives, Western Fiberglass, and Skydive Arizona -- one of the largest skydiving centers in the nation, located at Eloy Municipal Airport. Eloy is a participant in the Rural Economic Development Initiative (REDI) program operated by the Arizona Department of Commerce, which builds capacity for economic growth by stimulating participation in local economic development. Eloy has two elementary/junior high school districts and one high school (Santa Cruz Valley Union High School). Central Arizona College (CAC) is located nearby, which is a two-year college with approximately 3,000 students at its main campus, and more than 5,000 students at off-site locations. CAC offers the community a range of vocational and college preparatory courses. All of Pinal County is a designated Enterprise Zone.

The Health Careers 2000 Program

After observing increasing student interest in the health and science disciplines, administrators and teachers at the Santa Cruz Valley Union High School proposed a program which centered around developing a comprehensive School-to-Work system for all 9-12th grade students interested in health/science career fields. Increasing student interest, enthusiastic business partners, an increasing number of field-related employment opportunities, and an existing model (a Nursing Assisting Vocational Program) appeared to be the driving force for intensive planning which resulted in the Health Careers 2000 Program. The program was designed on the basis of achieving five primary goals and objectives:

- To motivate students to strive for maximum achievement in all academic endeavors.
- To encourage Santa Cruz faculty to maintain a teaching and learning environment that emphasizes the importance of hard work and the value of positive achievement.
- To inspire students to pursue careers in the health care and medical field.
- To give each student opportunities for experience-based learning in medical science and other health-related fields.
- To build a network of employers, educators, community groups, colleges, parents, and students to support a School-to-Work system.

For the 1997-1998 school year, 272 students (53% of the total high school student population) enrolled in the Health Careers 2000 project. The grade makeup for the 272 students include the following: 133 freshmen, 33 sophomores, 82 juniors, and 24 seniors. Some of the

characteristics of the 272 students include the following: 93% minority, 3% Gifted, 6% Resource, 87% Free Lunch Program students, 23% potential high school dropouts, 63% females, and 37% males.

All 10-12th grade students in the Health Careers 2000 program interned one day per three weeks at a health related site in Pinal County. High school administrators scheduled a personal interview with each student to explore interests in specific types of learning sites and identified issues that could potentially interfere with student success. Information from this interview helped establish the appropriate intern placement site for each student and learning objectives appropriate for the personalization of the training plan. The intent was to allow a student an opportunity to get a first-hand perspective of what professionals do in the health-sciences field, and to learn as much as possible from a person working in the field in which the student has expressed a career interest.

Career Planners were required to help establish communication, responsibility, and scheduling skills for each work-based intern while at the work site. All interns were required to keep journal logs in their planners. Business partners required intern students to wear a scrub uniform while working at hospitals, home health, and care centers. Students who worked in laboratory settings were also required to wear medical laboratory coats, and Sprague-Rappaport stethoscopes were issued so that interns were able to administer and determine the vital signs of patients.

Hospice Volunteer Training was also a part of the program. Students received specialized instruction and training monthly, to complete the requirements necessary for Hospice volunteer certification. Once a student completed the requirements for certification, he/she was able to provide home care to Eloy residents.

Santa Cruz Valley Union High School effectively secured an articulation agreement with Central Arizona College (CAC) which allowed the high school to offer CAC Nursing Assisting, Home Health Aide, and Behavioral Health Aide classes on the high school campus taught by CAC staff. High school seniors interested in careers specific to the three identified programs were able to enroll in the college class, receive duel credit, and receive the credits free of charge. Students who completed the seven-credit college Nursing Assisting class were able to take the state Certified Nursing Assisting exam. If the student passed the state CNA exam he/she was able to enter employment as a Certified Nursing Assistant. Over the past seven years, the high school has graduated 71 high school seniors who have taken the CAC Nursing Assisting class and received their state Nursing Assisting certification.

All 9th graders participated in a one-day job shadowing experience at health care facilities around Pinal County. Participating businesses permitted students to get an actual look at what occurs in the work place while 'shadowing' a mentor who is employed in a career field of

interest to the participant. In addition, all 9th graders participated in a Career Speakers Forum, whereby health care professionals visited the classroom to speak about health careers to freshmen students. Students worked in teams to identify a career area, acquired a speaker, and coordinated the presentation where approximately 46 speakers visited students for career exposure activities.

Several schools in Pinal County including Ray High School, Kearny, Casa Grande Union and Maricopa High School have coordinated with Santa Cruz to implement a Health Careers program at their site. Several meetings were held throughout the 1996-1998 school years to discuss implementing 'mini-models' of the program with the identified four schools mentioned above. The school is now in a position to offer all developed products to schools interested in a School-to-Work implementation. Products that were shared include the following: training plans, student evaluation forms, work-based liability agreements, supervisory forms, academic integration products, career focus program agreements, confidentiality statements, and student travel authorization.

The High School's intention in applying for a School-to-Work project grant was to secure start-up money for developing the foundation for the Health Careers 2000 program. The school district and business partners have identified and secured the support necessary to maintain the foundation of the program. After initial planning and consulting, the Health Careers 2000 project is able to continue after the first year without additional grant funding. All parties involved have agreed to continue support beyond the funding period. Future expenses needed after the grant's completion date are absorbed by the school district and/or business partners.

PARTICIPANTS OF THE INTERNSHIP COMPONENT

For the 1997-1998 school year, there were 62 students from Santa Cruz Valley Union High School who participated in the Internship component of the larger, more comprehensive program known as Health Careers 2000. Out of this number (62), 46 (74%) were female, and 16 (26%) were male. Ethnic categories for the 46 females include the following: Hispanic, 37; Native American, 3; African-American, 3; White/Caucasian, 3. Ethnic categories for the 16 males include the following: Hispanic, 14; African-American, 1; White/Caucasian, 1; Native American, 0. The mean Grade Point Average for the females was 2.70 on a 4.0 scale. The mean Grade Point Average for the males was 2.69 on a 4.0 scale. The overall mean Grade Point Average for all 62 student interns was 2.69 on a 4.0 scale.

There were 34 students (55%) who were academically disadvantaged i.e., 34 students at or below the 25th percentile on a standard achievement. This meant that 28 students (45%) were not considered academically disadvantaged.

There were 34 students (55%) who were economically disadvantaged i.e., 34 students who had parent(s) who's annual income was at or below the official poverty line, and eligible for free or reduced-priced school lunch. This meant that 28 students (45%) were not considered economically disadvantaged. Ten students (16%) belonged to an Individual Vocational Education Plan, which is for students who require special services and assistance in order to succeed in a vocational education program, and three female students (5%) were teen mothers.

INSTRUMENTS

Intern Program Student Satisfaction Survey (N = 57)

This evaluation was a Likert scale survey in which a statement is followed by a scale of potential responses with which students indicate degrees of agreement or disagreement i.e., from strongly agree to strongly disagree. The items/statements on this survey include the following:

1) I am receiving excellent instruction during my internship.
2) My supervisor shows an interest while I am interning at their site.
3) I am challenged in a positive way during my internship.
4) I take my assignments/job responsibilities given to me very seriously.
5) I am not afraid to ask my supervisor questions for help.
6) I know how well I am doing at my internship site.
7) I feel good about myself while I am at my internship site.
8) I am shown respect by my internship supervisor.
9) I feel the internship program is helping to prepare me for a career.
10) The internship program is helping to educate me about various health careers.
11) The Health Careers 2000 program is having a positive effect on my grades.
12) The Health Careers 2000 program is helping to prepare me for college.
13) The Health Careers 2000 program is helping to prepare me for my future educational goals.
14) I feel the Health Careers 2000 program is worthwhile and of a great benefit.

Business Partnership Survey (N = 13)

This evaluation was also a Likert scale survey in which a statement about the students or the program is followed by a scale of potential responses with which business partners indicate degrees of agreement or disagreement. The items/statements on this survey include the following:

1) The student received excellent instruction at our site during their internship.
2) The students showed an interest in the internship program this year.
3) The students were challenged in a positive way during their internships.
4) The students took their assignments/job responsibilities given to them very seriously.
5) The students were not afraid to ask their supervisor questions for help.
6) The students knew how well they were doing at their internship site.
7) The students felt good about themselves while they were at their internship site.
8) The students were shown respect by their internship supervisors.
9) I feel that the internship program is helping to prepare Santa Cruz students for a career.
10) The internship program is helping to educate Santa Cruz students about various health careers.
11) The Health Careers 2000 program is having a positive effect on the students.

12) The Health Careers 2000 intern program is helping to prepare students for college.
13) The intern program is helping to prepare the students for future educational goals.
14) I feel the Health Careers 2000 intern program is worthwhile and of a great benefit.

Supervisor Evaluations of Students (N = 327)

This evaluation was a Likert-type rating scale that featured a series of gradations or levels describing various degrees of performance (outstanding, above average, average, and needs improvement) for each specific item. There were 13 items, all of which were grouped into one of three categories: 1) Job performance, 2) attitudes on the job and, 3) personal appearance. There were 62 students in the Internship Program, all of whom were regularly evaluated, and typically received between 4 and 7 evaluations per student throughout the course of the program. This added up to a total of 327 evaluations submitted by health care professionals who worked with and supervised the 62 students in the internship program. The 13 items used in the evaluation are as follows:

1) Punctuality
2) Regular attendance
3) Ability to follow directions/instructions
4) Initiative
5) Ability to work with others
6) Enthusiasm
7) Courtesy
8) Ability to accept criticism
9) Compliance with policies/procedures/rules
10) Ability to communicate
11) Desire to learn
12) Appropriate dress
13) Grooming

Locally Designed Pretest/Posttest

Fifty-seven students out of 62 from the internship program were administered a pretest, then completed the same test as a posttest at the conclusion of the program. The test that was utilized was a multiple choice test, which was locally designed specifically for the program. The participants were asked to fill in the circle next to the statement that correctly finishes the sentence. The test was intended to help determine if student knowledge on career exploration, job-related skills, academic requirements, work habits/attitudes, and vocational programs increase from the beginning of the program to the conclusion -- utilizing the pretest/posttest format.

SURVEY RESULTS

Student Satisfaction Surveys (N = 57)

This evaluation was a Likert scale survey in which a statement is followed by a scale of potential responses with which students indicate agreement or disagreement. Table 1 shows that 80.7% of the interns felt that they received excellent instruction during their internship.

Table 1
Statement 1: I am receiving excellent instruction during my internship.

Response	Number	Percentage
Strongly Agree	16	28.1%
Agree	30	52.6%
Don't Know/Can't Evaluate	6	10.5%
Disagree	4	7.0%
Strongly Disagree	1	1.8%

Forty-three interns (75.5%) felt that their supervisors showed an interest, while three interns strongly disagreed with the statement and one disagreed (see Table 2).

Table 2
Statement 2: My supervisor shows an interest while I am interning at their site.

Response	Number	Percentage
Strongly Agree	20	35.1%
Agree	23	40.4%
Don't Know/Can't Evaluate	10	17.5%
Disagree	1	1.8%
Strongly Disagree	3	5.3%

Statement 3 addresses the issue of being challenged in a positive way. Forty-one students (73.2%) felt that they were challenged in a positive way and five students felt that they were not (see Table 3). Fifty-four student interns (94.7%) report taking their job assignments very seriously (Table 4).

Table 3
Statement 3: I am challenged in a positive way during my internship.

Response	Number	Percentage
Strongly Agree	14	24.6%
Agree	27	47.4%
Don't Know/Can't Evaluate	11	19.3%
Disagree	3	5.3%
Strongly Disagree	2	3.6%

Table 4
Statement 4: I take my assignments/job responsibilities given to me very seriously.

Response	Number	Percentage
Strongly Agree	38	66.7%
Agree	16	28.0%
Don't Know/Can't Evaluate	2	3.5%
Disagree	0	0%
Strongly Disagree	1	1.8%

Table 5
Statement 5: I am not afraid to ask my supervisor questions for help.

Response	Number	Percentage
Strongly Agree	31	54.4%
Agree	19	33.3%
Don't Know/Can't Evaluate	5	8.8%

Disagree	1	1.8%
Strongly Disagree	1	1.8%

Forty-one interns (72%) felt that they received enough feedback from their supervisor to know how well they were doing, while 14 interns did not know or could not evaluate (Table 6). Table 7 shows that 49 students out of 57 (86%) felt good about themselves while at their internship site, and 51 out of 57 interns (89.5%) felt that their supervisor had shown them respect (Table 8).

Table 6
Statement 6: I know how well I am doing at my internship site.

Response	Number	Percentage
Strongly Agree	14	24.6%
Agree	27	47.4%
Don't Know/Can't Evaluate	14	24.6%
Disagree	0	0%
Strongly Disagree	2	3.5

Table 7
Statement 7: I feel good about myself while I am at my internship site.

Response	Number	Percentage
Strongly Agree	20	35.1%
Agree	29	50.9%
Don't Know/Can't Evaluate	3	5.3%
Disagree	2	3.5%
Strongly Disagree	3	5.3%

Table 8
Statement 8: I am shown respect by my internship supervisor.

Response	Number	Percentage
Strongly Agree	33	57.9%
Agree	18	31.6%
Don't Know/Can't Evaluate	3	5.3%
Disagree	1	1.8%
Strongly Disagree	2	3.5%

Forty-seven interns (82.5%) felt that their internship was helping them to prepare for a career and three interns felt that it was not (Table 9). Forty-seven interns (82.5%) thought that their internship educated them about various health careers (Table 10), and Table 11 shows that 43 students (75.4%) thought that the internship was having a positive effect on their grades.

Table 9
Statement 9: I feel the internship program is helping to prepare me for a career.

Response	Number	Percentage
Strongly Agree	35	61.4%
Agree	12	21.1%
Don't Know/Can't Evaluate	7	12.3%
Disagree	2	3.5%
Strongly Disagree	1	1.8%

Table 10
Statement 10: The internship program is helping to educate me about various health careers.

Response	Number	Percentage
Strongly Agree	30	52.6%
Agree	17	29.8%
Don't Know/Can't Evaluate	7	12.3%

Disagree	1	1.8%
Strongly Disagree	2	3.5%

Table 11
Statement 11: The Health Careers 2000 program is having a positive effect on my grades.

Response	Number	Percentage
Strongly Agree	21	36.8%
Agree	22	38.6%
Don't Know/Can't Evaluate	11	19.3%
Disagree	1	1.8%
Strongly Disagree	2	3.5%

Tables 12 and 13 address the issue of preparation for future educational goals. Forty-eight students (84.2%) felt that the Health Careers 2000 program helped prepare them for college (Table 12), and Table 14 shows that 55 out of 57 student interns (96.5%) felt that the Health Careers 2000 program was worthwhile and of great benefit.

Table 12
Statement 12: The Health Careers 2000 program is helping to prepare me for college.

Response	Number	Percentage
Strongly Agree	27	47.4%
Agree	21	36.8%
Don't Know/Can't Evaluate	8	14.0%
Disagree	0	0%
Strongly Disagree	1	1.8%

Table 13
Statement 13: The Health Careers 2000 program is helping to prepare me for my future educational goals.

Response	Number	Percentage
Strongly Agree	31	54.4%
Agree	20	35.1%
Don't Know/Can't Evaluate	5	8.8%
Disagree	0	0%
Strongly Disagree	1	1.8%

Table 14
Statement 14: I feel the Health Careers 2000 program is worthwhile and of a great benefit.

Response	Number	Percentage
Strongly Agree	38	66.7%
Agree	17	29.8%
Don't Know/Can't Evaluate	1	1.8%
Disagree	0	0%
Strongly Disagree	1	1.8%

Table 15
Question 15: Do you plan to attend college?

Response	Number	Percentage
Yes	48	84.2%
Maybe	9	15.8%
No	0	0%

Business Partnership Surveys (N = 13)

This evaluation was also a Likert scale survey in which a statement about the students or the program is followed by a scale of potential responses with which business partners indicate degrees of agreement or disagreement.

Table 16
Statement 1: The student received excellent instruction at our site during their internship.

Response	Number	Percentage
Strongly Agree	7	53.8%
Agree	5	38.5%
Don't Know/Can't Evaluate	1	7.7%
Disagree	0	0%
Strongly Disagree	0	0%

Table 17
Statement 2: The student showed an interest in the internship program this year.

Response	Number	Percentage
Strongly Agree	6	46.2%
Agree	5	38.5%
Don't Know/Can't Evaluate	2	15.4%
Disagree	0	0%
Strongly Disagree	0	0%

Table 18
Statement 3: The students were challenged in a positive way during their internships.

Response	Number	Percentage
Strongly Agree	7	53.8%
Agree	6	46.2%
Don't Know/Can't Evaluate	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Table 19
Statement 4: The students took their assignments/job responsibilities given to them very seriously.

Response	Number	Percentage
Strongly Agree	8	61.5%
Agree	3	23.1%
Don't Know/Can't Evaluate	2	15.4%
Disagree	0	0%
Strongly Disagree	0	0%

Table 20
Statement 5: The students were not afraid to ask their supervisor questions for help.

Response	Number	Percentage
Strongly Agree	8	61.5%
Agree	5	38.5%
Don't Know/Can't Evaluate	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Table 21
Statement 6: The students knew how well they were doing at their internship site.

Response	Number	Percentage
Strongly Agree	5	38.5%
Agree	6	46.2%
Don't Know/Can't Evaluate	2	15.4%
Disagree	0	0%
Strongly Disagree	0	0%

Table 22
Statement 7: The students felt good about themselves while they were at their internship site.

Response	Number	Percentage
Strongly Agree	3	23.1%
Agree	7	53.8%
Don't Know/Can't Evaluate	3	23.1%
Disagree	0	0%
Strongly Disagree	0	0%

Table 23
Statement 8: The students were shown respect by their internship supervisors.

Response	Number	Percentage
Strongly Agree	9	69.2%
Agree	4	30.8%
Don't Know/Can't Evaluate	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Table 24
Statement 9: I feel that the internship program is helping to prepare Santa Cruz students for a career.

Response	Number	Percentage
Strongly Agree	11	84.6%
Agree	0	0%
Don't Know/Can't Evaluate	2	15.4%
Disagree	0	0%
Strongly Disagree	0	0%

Table 25
Statement 10: The internship program is helping to educate Santa Cruz students about various health careers.

Response	Number	Percentage
Strongly Agree	10	76.9%
Agree	3	23.1%
Don't Know/Can't Evaluate	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Table 26
Statement 11: The Health Careers 2000 Program is having a positive effect on the students.

Response	Number	Percentage
Strongly Agree	9	69.2%
Agree	4	30.8%
Don't Know/Can't Evaluate	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Table 27
Statement 12: The Health Careers 2000 Intern Program is helping to prepare students for college.

Response	Number	Percentage
Strongly Agree	7	53.8%
Agree	3	23.1%
Don't Know/Can't Evaluate	3	23.1%
Disagree	0	0%
Strongly Disagree	0	0%

Table 28
Statement 13: The Intern Program is helping to prepare the students for future educational goals.

Response	Number	Percentage
Strongly Agree	7	53.8%
Agree	4	30.8%
Don't Know/Can't Evaluate	2	15.4%
Disagree	0	0%
Strongly Disagree	0	0%

Table 29
Statement 14: I feel the Health Careers 2000 Intern Program is worthwhile and of a great benefit.

Response	Number	Percentage
Strongly Agree	12	92.3%
Agree	1	7.7%
Don't Know/Can't Evaluate	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Supervisor Evaluations of Students (N = 327)

Students in the Internship Program typically received between 4 and 7 evaluations per student throughout the course of the program. This added up to a total of 327 evaluations submitted by health care professionals who worked with and supervised the students. Individual performance of anonymous students can be reviewed in Appendix D. Frequencies and percentages of all 327 evaluations of the 62 students by their supervisors show the following:

Item	Outstanding		Above Average		Average		Needs Improvement		Not Applicable	
	#	%	#	%	#	%	#	%	#	%
Punctuality	141	43.1%	129	39.4%	49	15.0%	3	.9%	5	1.5%
Attendance	142	43.4%	109	33.3%	49	15.0%	0	0%	27	8.3%
Following Directions	149	45.6%	124	37.9%	46	14.4%	2	.6%	6	1.8%
Initiative	131	40.1%	122	37.3%	67	20.5%	4	1.2%	3	.9%
Ability to Work w/Others	150	45.9%	131	40.1%	39	11.9%	4	1.2%	3	.9%
Enthusiasm	140	42.8%	118	36.1%	59	18.0%	8	2.4%	2	.6%
Courtesy	155	47.4%	131	40.1%	40	12.2%	1	.3%	0	0%
Accepting Criticism	131	40.1%	106	32.4%	54	16.5%	1	.3%	35	10.7%
Comply w/Rules	143	43.7%	117	35.8%	60	18.3%	2	.6%	5	1.5%
Ability to Communicate	138	42.2%	120	36.7%	60	18.3%	6	1.8%	3	.9%
Desire to Learn	147	45.0%	123	37.6%	50	15.3%	6	1.8%	1	.3%
Appropriate Dress	165	50.5%	124	37.9%	27	8.3%	0	0%	11	3.4%
Grooming	165	50.5%	125	38.2%	26	8.0%	0	0%	11	3.4%

Note. Individual performance of anonymous students can be reviewed in Appendix D.

Locally Designed Pretest/Posttest

Fifty-seven students out of 62 from the internship program were administered a pretest, then completed the same test as a posttest after completion. The test that was utilized was a multiple choice test, which was locally designed specifically for the program. The participants were asked to fill in the circle next to the statement that correctly finishes the sentence. The test was intended to help determine if student knowledge on career exploration, job-related skills, academic requirements, work habits/attitudes, and vocational programs increase from the beginning of the program to the conclusion -- utilizing the pretest/posttest format.

Results

The mean of all pretest scores was 69.4 and the mean of all posttest scores was 81.9, showing a difference from pretest to posttest of 12.5. The difference indicates gains or losses from pretest to posttest. In this case, the difference represents a gain of 12.5. A Paired Samples T-Test was conducted to determine how likely it was (probability), that the differences between pretest scores and posttest scores were a random event. The statistical analysis showed a probability of .000 ($p = .000$) that the differences between pretest and posttest scores were random. In other words, the differences were not random. There is a statistically significant difference in test improvement from pretest to posttest.

SUMMARY

There are many similarities between the Health Careers 2000 Internship program and the STW concept, in terms of the rationale used for their existence and in the way the program within the system addresses increased community involvement, accountability, choice and options.

- The Internship program and STW stand against current public sentiment, that many young people are ill-prepared to enter the work force and don't have the appropriate skills to keep the economy competitive in an increasingly global market.
- The Internship program and STW address the concern of how to make communities more responsible for preparing their children for the future, and how to change the school structure to enable students to reach their goals.
- The Internship program offers the flexibility in structure to accommodate STW activities such as job-shadowing, job site internships, and employment.
- The Internship program and STW operate on the belief that curriculums should link learning to the world beyond the classroom, and both allow students to explore ideas based on their own interests.
- Both operate on the basis of team-work, partnership governance, and working with the community.
- The Internship program and STW aid in observed and documented progress through concerted partnerships with communities, businesses, and many types of organizations. Collective engagement will provide more evidence of accountability on all sides.
- Both are fundamentally about creating opportunities.
- Both attempt to combine academics with work-related effort in tangible products.
- The Internship program, Health Careers 2000 and STW give students options and choices.

APPENDIX A:

STUDENT SATISFACTION SURVEY

HEALTH CAREERS 2000
INTERN PROGRAM STUDENT SATISFACTION SURVEY

Current Grade Level

1. Please rank the Health Careers 2000 Internship program on each of the following: 5 = definitely agree, 4 = agree, 3 =don't know/can't evaluate, 2 = disagree, 1 = strongly disagree

1. I am receiving excellent instruction during my internship.
2. My supervisor shows an interest while I am interning at their site.
3. I am challenged in a positive way during my internship.
4. I take my assignments/job responsibilities given to me very seriously.
5. I am not afraid to ask my supervisor questions for help.
6. I know how well I am doing at my internship site.
7. I feel good about myself while I am at my internship site.
8. I am shown respect by my internship supervisor.
9. I feel the internship program is helping to prepare me for a career.
10. The internship program is helping to educate me about various health careers.
11. The Health Careers 2000 program is having a positive effect on my grades.
12. The Health Careers 2000 program is helping to prepare me for college.
13. The Health Careers 2000 program is helping to prepare me for my future educational goals.
14. I feel the Health Careers 2000 program is worthwhile and of a great benefit.

Do you plan to attend college? (circle one.) Yes No Maybe

What is your health related career goal.

How would you change or improve the Health Careers 2000 program? Provide details!

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APPENDIX B:

BUSINESS PARTNERSHIP SURVEY

Forward

Your views and impressions about the Santa Cruz Valley Union High School Health Careers 2000 Program are very important. Your comments, *pleasant or unpleasant*, will assist us to improve our School-To-Work program. Please rank the Health Careers 2000 Intern Program on each of the following:

5=definitely agree, 4=agree, 3=don't know,
2=disagree, 1=strongly disagree

1. _____The student received excellent instruction at our site during their internship.

2._____ The students showed an interest in the internship program this year.

3._____ The students were challenged in a positive way during their internships.

4._____ The students took their assignments/job responsibilities given to them very seriously.

5._____ The students were not afraid to ask their supervisor for questions for help.

6._____ The students knew how well they were doing at their internship site.

7._____ The students felt good about themselves while they were at their internship site.

8._____ The students were shown respect by their internship supervisors.

9._____ I feel that the internship program is helping to prepare Santa Cruz students for a career.

10._____ The internship program is helping to educate Santa Cruz students about various health careers.

11._____ The Health Careers 2000 Program is having a positive effect on the students.

12._____ The Health Careers 2000 intern program is helping to preapre students for college.

13._____ The intern program is helping to prepare the students for future educational goals.

14._____ I feel the Health Careers 2000 intern program is worthwhile and of a great benefit.

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APPENDIX C:

SUPERVISOR EVALUATION FORM

SUPERVISOR EVALUATION OF STUDENT

STUDENT:_____ INTERN SITE:_____

DEPARTMENT/FLOOR:_____

Directions:
Supervisor will complete the evaluation in ink and discuss it with the student. All comments are important! This document will be included in the student's career portfolio. Please check the appropriate boxes as indicated.

JOB PERFORMANCE	Outstanding	Above Average	Average	Needs Improvement
Punctuality				
Regular Attendance				
Ability to Follow Directions/Instructions				
Initiative				
Ability to Work With Others				
ATTITUDES ON THE JOB				
Enthusiasm				
Courtesy				
Ability to Accept Criticism				
Compliance with Policies/Procedures/Rules				
Ability to Communicate				
Desire to Learn				
PERSONAL APPEARANCE				
Appropriate Dress				
Grooming				

Areas of Strength: _____
Areas of Weakness: _____

Signature of Evaluator: _____ Date: _____

APPENDIX D:

SUPERVISOR EVALUATIONS BY INDIVIDUAL STUDENT

Supervisor Evaluations of Performance Items by Student ID

ID * Punctuality Crosstabulation

Count

		Punctuality					
		N/A	needs improvement	average	above average	outstanding	Total
ID	1.00			3	2	1	6
	2.00				7	1	8
	3.00				4	2	6
	4.00			3	4		7
	5.00				4		4
	6.00					4	4
	7.00					10	10
	8.00			1	3	2	6
	9.00				6		6
	10.00				3	2	5
	11.00				1	3	4
	12.00			4	1		5
	13.00					5	5
	14.00			1	4		5
	15.00			2		4	6
	16.00					5	5
	17.00			1	2	2	5
	18.00				2	2	4
	19.00			1	4		5
	20.00	1	1	1	3	1	7
	21.00				4	2	6
	22.00				3	12	15
	23.00	1			3		4
	24.00				1	9	10
	25.00			1	2	3	6
	26.00			1	2	1	4
	27.00				1	2	3
	28.00				1		1
	29.00			1	2		3
	30.00					2	2
	31.00				4		4
	32.00		1	1		4	6
	33.00			2	4	1	7
	34.00		1	1	2	3	7
	35.00				4	3	7
	36.00			2		3	5
	37.00			3	4		7
	38.00				3	3	6
	39.00			1	3	1	5
	40.00			1		4	5
	41.00				1	9	10
	42.00			1	3	1	5
	43.00			5	1		6
	44.00			3	1	1	5
	45.00				2	13	15
	46.00				1	4	5
	47.00			1		1	2
	48.00	1				1	2
	49.00				2	2	4
	50.00			3	4		7
	51.00			2	6		8
	52.00					1	1

ID * Punctuality Crosstabulation

Count

		Punctuality					
		N/A	needs improvement	average	above average	outstanding	Total
ID	53.00			1	1	1	3
	54.00			1	1	1	3
	55.00				4		4
	56.00			1	4		5
	57.00	2				3	5
	58.00				2	3	5
	59.00				1		1
	60.00				1	1	2
	61.00				1	1	2
	62.00					1	1
Total		5	3	49	129	141	327

ID * Regular Attendance Crosstabulation

Count

		Regular Attendance				
		N/A	average	above average	outstanding	Total
ID	1.00		3	2	1	6
	2.00	5		2	1	8
	3.00			5	1	6
	4.00		3	4		7
	5.00			4		4
	6.00				4	4
	7.00				10	10
	8.00		2	2	2	6
	9.00			6		6
	10.00	1		2	2	5
	11.00	1		1	2	4
	12.00		5			5
	13.00				5	5
	14.00	1	2	2		5
	15.00	2		1	3	6
	16.00				5	5
	17.00		1		4	5
	18.00	1		1	2	4
	19.00	1	1	3		5
	20.00		2	3	2	7
	21.00			4	2	6
	22.00			2	13	15
	23.00	1		3		4
	24.00			1	9	10
	25.00	1	1	1	3	6
	26.00			3	1	4
	27.00			1	2	3
	28.00	1				1
	29.00	1		2		3
	30.00				2	2
	31.00			4		4
	32.00		1		5	6
	33.00		2	5		7
	34.00		1	2	4	7
	35.00		1	3	3	7
	36.00		2		3	5

ID * Regular Attendance Crosstabulation

Count

		Regular Attendance				
		N/A	average	above average	outstanding	Total
ID	37.00	1	4	2		7
	38.00			3	3	6
	39.00	1	1	2	1	5
	40.00		1		4	5
	41.00			1	9	10
	42.00		1	3	1	5
	43.00	1	5			6
	44.00			3	2	5
	45.00			1	14	15
	46.00		1	2	2	5
	47.00		1		1	2
	48.00		1	1		2
	49.00			2	2	4
	50.00	3	3	1		7
	51.00	1	1	6		8
	52.00				1	1
	53.00		1	1	1	3
	54.00	1	1		1	3
	55.00			4		4
	56.00		1	3	1	5
	57.00	2			3	5
	58.00	1		2	2	5
	59.00			1		1
	60.00			1	1	2
	61.00			1	1	2
	62.00				1	1
Total		27	49	109	142	327

ID * Ability to Follow Directions/Instructions Crosstabulation

Count

		Ability to Follow Directions/Instructions					
		N/A	needs improvement	average	above average	outstanding	Total
ID	1.00			2	3	1	6
	2.00				7	1	8
	3.00	1			5		6
	4.00			2	5		7
	5.00			1	3		4
	6.00					4	4
	7.00					10	10
	8.00		1	3	1	1	6
	9.00				5	1	6
	10.00			2	2	1	5
	11.00				2	2	4
	12.00			5			5
	13.00					5	5
	14.00			2	3		5
	15.00			1	1	4	6
	16.00					5	5
	17.00			1		4	5
	18.00				2	2	4
	19.00				2	3	5
	20.00	1		1	3	2	7

ID * Ability to Follow Directions/Instructions Crosstabulation

Count

		Ability to Follow Directions/Instructions					
		N/A	needs improvement	average	above average	outstanding	Total
ID	21.00				2	4	6
	22.00		1			14	15
	23.00				4		4
	24.00				1	9	10
	25.00				3	3	6
	26.00				3	1	4
	27.00				1	2	3
	28.00				1		1
	29.00			1	2		3
	30.00					2	2
	31.00			1	3		4
	32.00				1	5	6
	33.00			2	5		7
	34.00	1		1	2	3	7
	35.00				4	3	7
	36.00			2		3	5
	37.00			3	4		7
	38.00				3	3	6
	39.00				4	1	5
	40.00			1		4	5
	41.00				1	9	10
	42.00				3	2	5
	43.00			4	2		6
	44.00			3	1	1	5
	45.00				1	14	15
	46.00			1	1	3	5
	47.00				1	1	2
	48.00					2	2
	49.00				1	3	4
	50.00			3	4		7
	51.00			2	6		8
	52.00			1			1
	53.00			1	1	1	3
	54.00				2	1	3
	55.00				3	1	4
	56.00				5		5
	57.00					5	5
	58.00	1			2	2	5
	59.00				1		1
	60.00	1			1		2
	61.00	1			1		2
	62.00					1	1
Total		6	2	46	124	149	327

ID * Initiative Crosstabulation

Count

		Initiative					
		N/A	needs improvement	average	above average	outstanding	Total
ID	1.00			5		1	6
	2.00				7	1	8
	3.00			1	4	1	6
	4.00			3	4		7

ID * Initiative Crosstabulation

Count

		Initiative					
		N/A	needs improvement	average	above average	outstanding	Total
ID	5.00			2	2		4
	6.00			1		3	4
	7.00					10	10
	8.00		1	3	1	1	6
	9.00				5	1	6
	10.00		1	1	2	1	5
	11.00			2	1	1	4
	12.00			5			5
	13.00					5	5
	14.00			3	2		5
	15.00			1	1	4	6
	16.00					5	5
	17.00			1	2	2	5
	18.00				2	2	4
	19.00				3	2	5
	20.00			3	2	2	7
	21.00				2	4	6
	22.00		1		2	12	15
	23.00				4		4
	24.00				2	8	10
	25.00	1		1	1	3	6
	26.00				3	1	4
	27.00				1	2	3
	28.00				1		1
	29.00			1	2		3
	30.00				1	1	2
	31.00			1	3		4
	32.00				3	3	6
	33.00			2	5		7
	34.00			2	2	3	7
	35.00				4	3	7
	36.00			2		3	5
	37.00		1	5	1		7
	38.00				3	3	6
	39.00				4	1	5
	40.00			1		4	5
	41.00				2	8	10
	42.00				3	2	5
	43.00			5	1		6
	44.00			2	2	1	5
	45.00				2	13	15
	46.00			3	2		5
	47.00				2		2
	48.00	1		1			2
	49.00				2	2	4
	50.00	1		4	2		7
	51.00			3	5		8
	52.00			1			1
	53.00			1	1	1	3
	54.00				3		3
	55.00				3	1	4
	56.00				5		5
	57.00					5	5
	58.00				2	3	5

ID * Initiative Crosstabulation

Count

		Initiative					
		N/A	needs improvement	average	above average	outstanding	Total
ID	59.00				1		1
	60.00				1	1	2
	61.00			1	1		2
	62.00					1	1
Total		3	4	67	122	131	327

ID * Ability to Work With Others Crosstabulation

Count

		Ability to Work With Others					
		N/A	needs improvement	average	above average	outstanding	Total
ID	1.00			4	1	1	6
	2.00				7	1	8
	3.00				4	2	6
	4.00			1	6		7
	5.00			1	3		4
	6.00	2			1	1	4
	7.00					10	10
	8.00		1	2	2	1	6
	9.00				5	1	6
	10.00		1		4		5
	11.00				1	3	4
	12.00			5			5
	13.00					5	5
	14.00			1	4		5
	15.00		1		1	4	6
	16.00					5	5
	17.00			1		4	5
	18.00				1	3	4
	19.00				1	4	5
	20.00			1	4	2	7
	21.00				2	4	6
	22.00		1		1	13	15
	23.00			1	3		4
	24.00				1	9	10
	25.00				3	3	6
	26.00				2	2	4
	27.00				1	2	3
	28.00				1		1
	29.00			1	2		3
	30.00					2	2
	31.00			1	3		4
	32.00				2	4	6
	33.00			2	5		7
	34.00			2	2	3	7
	35.00				4	3	7
	36.00			2		3	5
	37.00			2	5		7
	38.00				3	3	6
	39.00				4	1	5
	40.00			1		4	5
	41.00				1	9	10
	42.00				2	3	5

ID * Ability to Work With Others Crosstabulation

Count

		Ability to Work With Others					
		N/A	needs improvement	average	above average	outstanding	Total
ID	43.00			5	1		6
	44.00				3	2	5
	45.00				1	14	15
	46.00				5		5
	47.00				1	1	2
	48.00				1	1	2
	49.00				1	3	4
	50.00			3	3	1	7
	51.00			2	6		8
	52.00					1	1
	53.00			1	1	1	3
	54.00				3		3
	55.00				3	1	4
	56.00				5		5
	57.00					5	5
	58.00				2	3	5
	59.00				1		1
	60.00				1	1	2
	61.00	1			1		2
	62.00					1	1
Total		3	4	39	131	150	327

ID * Enthusiasm Crosstabulation

Count

		Enthusiasm					
		N/A	needs improvement	average	above average	outstanding	Total
ID	1.00			5		1	6
	2.00				7	1	8
	3.00				4	2	6
	4.00			4	3		7
	5.00			4			4
	6.00			2	1	1	4
	7.00					10	10
	8.00		1	2	2	1	6
	9.00				5	1	6
	10.00	1	1		2	1	5
	11.00			2	1	1	4
	12.00			5			5
	13.00					5	5
	14.00			1	4		5
	15.00		1	1		4	6
	16.00					5	5
	17.00			1		4	5
	18.00				2	2	4
	19.00				3	2	5
	20.00				4	3	7
	21.00				2	4	6
	22.00		1		1	13	15
	23.00			1	3		4
	24.00				2	8	10
	25.00			1	2	3	6
	26.00				3	1	4

ID * Enthusiasm Crosstabulation

Count

		Enthusiasm					
		N/A	needs improvement	average	above average	outstanding	Total
ID	27.00				1	2	3
	28.00				1		1
	29.00			1	2		3
	30.00					2	2
	31.00			3	1		4
	32.00			1	1	4	6
	33.00	1	1		5		7
	34.00			2	2	3	7
	35.00			1	4	2	7
	36.00			2		3	5
	37.00		3	2	2		7
	38.00				3	3	6
	39.00				4	1	5
	40.00				1	4	5
	41.00				1	9	10
	42.00				3	2	5
	43.00			6			6
	44.00			2	2	1	5
	45.00				3	12	15
	46.00			3	1	1	5
	47.00				1	1	2
	48.00				1	1	2
	49.00				2	2	4
	50.00			4	3		7
	51.00			2	6		8
	52.00					1	1
	53.00			1	1	1	3
	54.00				2	1	3
	55.00				3	1	4
	56.00				5		5
	57.00					5	5
	58.00				2	3	5
	59.00				1		1
	60.00				1	1	2
	61.00				2		2
	62.00					1	1
Total		2	8	59	118	140	327

ID * Courtesy Crosstabulation

Count

		Courtesy				
		needs improvement	average	above average	outstanding	Total
ID	1.00		4	1	1	6
	2.00			6	2	8
	3.00			4	2	6
	4.00		1	6		7
	5.00		2	2		4
	6.00			1	3	4
	7.00				10	10
	8.00	1	1	3	1	6
	9.00			5	1	6
	10.00		1	3	1	5

ID * Courtesy Crosstabulation

Count

		Courtesy				
		needs improvement	average	above average	outstanding	Total
ID	11.00			2	2	4
	12.00		5			5
	13.00				5	5
	14.00			5		5
	15.00		2		4	6
	16.00				5	5
	17.00		1		4	5
	18.00			2	2	4
	19.00			3	2	5
	20.00		1	4	2	7
	21.00			2	4	6
	22.00			1	14	15
	23.00		1	3		4
	24.00			1	9	10
	25.00			3	3	6
	26.00			3	1	4
	27.00			1	2	3
	28.00			1		1
	29.00		1	2		3
	30.00				2	2
	31.00		3	1		4
	32.00			1	5	6
	33.00		1	6		7
	34.00		2	2	3	7
	35.00			4	3	7
	36.00		2		3	5
	37.00		4	3		7
	38.00			3	3	6
	39.00			4	1	5
	40.00			1	4	5
	41.00			1	9	10
	42.00			3	2	5
	43.00		4	2		6
	44.00			3	2	5
	45.00			2	13	15
	46.00			2	3	5
	47.00			1	1	2
	48.00				2	2
	49.00			1	3	4
	50.00		3	3	1	7
	51.00		1	7		8
	52.00				1	1
	53.00			2	1	3
	54.00			2	1	3
	55.00			3	1	4
	56.00			5		5
	57.00				5	5
	58.00			2	3	5
	59.00			1		1
	60.00			1	1	2
	61.00			1	1	2
	62.00				1	1
Total		1	40	131	155	327

ID * Ability to Accept Criticism Crosstabulation

Count

		Ability to Accept Criticism					
		N/A	needs improvement	average	above average	outstanding	Total
ID	1.00			4	1	1	6
	2.00	2			5	1	8
	3.00	1			4	1	6
	4.00	2		1	4		7
	5.00			4			4
	6.00	2				2	4
	7.00					10	10
	8.00			3	2	1	6
	9.00	1			4	1	6
	10.00	1		1	2	1	5
	11.00	2			1	1	4
	12.00			5			5
	13.00					5	5
	14.00	1		1	3		5
	15.00			3	1	2	6
	16.00					5	5
	17.00	1		1	2	1	5
	18.00				2	2	4
	19.00	1			3	1	5
	20.00	1	1	1	2	2	7
	21.00	1			3	2	6
	22.00			1	2	12	15
	23.00	1			3		4
	24.00				1	9	10
	25.00	1		1	2	2	6
	26.00				3	1	4
	27.00				1	2	3
	28.00	1					1
	29.00			1	2		3
	30.00					2	2
	31.00			3	1		4
	32.00			1	1	4	6
	33.00	1		1	5		7
	34.00	1		1	2	3	7
	35.00	1		1	3	2	7
	36.00			2		3	5
	37.00	3		2	2		7
	38.00				3	3	6
	39.00	1			3	1	5
	40.00				1	4	5
	41.00				1	9	10
	42.00				3	2	5
	43.00			5	1		6
	44.00			3	1	1	5
	45.00				2	13	15
	46.00			3		2	5
	47.00				1	1	2
	48.00					2	2
	49.00				2	2	4
	50.00	2		3	2		7
	51.00	1		2	5		8
	52.00					1	1
	53.00	1			1	1	3
	54.00	1			1	1	3

ID * Ability to Accept Criticism Crosstabulation

Count

		Ability to Accept Criticism					
		N/A	needs improvement	average	above average	outstanding	Total
ID	55.00	1			2	1	4
	56.00				5		5
	57.00					5	5
	58.00	1			2	2	5
	59.00				1		1
	60.00	1			1		2
	61.00	1			1		2
	62.00					1	1
Total		35	1	54	106	131	327

ID * Compliance with Policies/Procedures/Rules Crosstabulation

Count

		Compliance with Policies/Procedures/Rules					
		N/A	needs improvement	average	above average	outstanding	Total
ID	1.00			5		1	6
	2.00				7	1	8
	3.00	1			5		6
	4.00			2	5		7
	5.00			4			4
	6.00					4	4
	7.00					10	10
	8.00		1	2	2	1	6
	9.00				5	1	6
	10.00			1	3	1	5
	11.00				2	2	4
	12.00			5			5
	13.00					5	5
	14.00			1	3	1	5
	15.00		1	1		4	6
	16.00					5	5
	17.00			1	2	2	5
	18.00				2	2	4
	19.00				3	2	5
	20.00	1		2	2	2	7
	21.00				3	3	6
	22.00			1	1	13	15
	23.00			1	3		4
	24.00				1	9	10
	25.00			2	1	3	6
	26.00				3	1	4
	27.00				1	2	3
	28.00				1		1
	29.00			1	2		3
	30.00					2	2
	31.00			3	1		4
	32.00			1	2	3	6
	33.00			1	6		7
	34.00	1		1	2	3	7
	35.00				4	3	7
	36.00			2		3	5
	37.00			3	4		7
	38.00				3	3	6

ID * Compliance with Policies/Procedures/Rules Crosstabulation

Count

		Compliance with Policies/Procedures/Rules					
		N/A	needs improvement	average	above average	outstanding	Total
ID	39.00				4	1	5
	40.00			1		4	5
	41.00				1	9	10
	42.00				3	2	5
	43.00			5	1		6
	44.00			4		1	5
	45.00				2	13	15
	46.00			2	2	1	5
	47.00				1	1	2
	48.00					2	2
	49.00				2	2	4
	50.00	1		4	2		7
	51.00			3	5		8
	52.00					1	1
	53.00			1	1	1	3
	54.00				2	1	3
	55.00				2	2	4
	56.00				5		5
	57.00					5	5
	58.00				2	3	5
	59.00				1		1
	60.00	1			1		2
	61.00				1	1	2
	62.00					1	1
Total		5	2	60	117	143	327

ID * Ability to Communicate Crosstabulation

Count

		Ability to Communicate					
		N/A	needs improvement	average	above average	outstanding	Total
ID	1.00			5		1	6
	2.00				7	1	8
	3.00			2	3	1	6
	4.00			3	4		7
	5.00		2	2			4
	6.00				3	1	4
	7.00					10	10
	8.00	1		1	3	1	6
	9.00				5	1	6
	10.00		1	1	3		5
	11.00				3	1	4
	12.00			5			5
	13.00					5	5
	14.00			3	1	1	5
	15.00			1	2	3	6
	16.00					5	5
	17.00			1	2	2	5
	18.00				2	2	4
	19.00				2	3	5
	20.00			1	4	2	7
	21.00				3	3	6
	22.00		1		1	13	15

ID * Ability to Communicate Crosstabulation

Count

		Ability to Communicate					
		N/A	needs improvement	average	above average	outstanding	Total
ID	23.00				4		4
	24.00				1	9	10
	25.00			2	1	3	6
	26.00			1	2	1	4
	27.00				2	1	3
	28.00			1			1
	29.00			1	2		3
	30.00					2	2
	31.00			1	3		4
	32.00	1			1	4	6
	33.00			1	6		7
	34.00		1	1	2	3	7
	35.00				4	3	7
	36.00			2		3	5
	37.00		1	3	3		7
	38.00				3	3	6
	39.00				4	1	5
	40.00			1		4	5
	41.00				1	9	10
	42.00				2	3	5
	43.00			6			6
	44.00			4		1	5
	45.00				2	13	15
	46.00			4	1		5
	47.00				1	1	2
	48.00				1	1	2
	49.00				2	2	4
	50.00	1		3	3		7
	51.00			3	5		8
	52.00					1	1
	53.00			1	1	1	3
	54.00				2	1	3
	55.00				2	2	4
	56.00				5		5
	57.00					5	5
	58.00				2	3	5
	59.00				1		1
	60.00				1	1	2
	61.00				2		2
	62.00					1	1
Total		3	6	60	120	138	327

ID * Desire to Learn Crosstabulation

Count

		Desire to Learn					
		N/A	needs improvement	average	above average	outstanding	Total
ID	1.00			4	1	1	6
	2.00				7	1	8
	3.00				5	1	6
	4.00			3	4		7
	5.00			4			4
	6.00				3	1	4

ID * Desire to Learn Crosstabulation

Count

		Desire to Learn					
		N/A	needs improvement	average	above average	outstanding	Total
ID	7.00					10	10
	8.00		1	2	2	1	6
	9.00				4	2	6
	10.00		1	2	1	1	5
	11.00			1	2	1	4
	12.00			5			5
	13.00					5	5
	14.00			2	2	1	5
	15.00			1	1	4	6
	16.00					5	5
	17.00			1	1	3	5
	18.00				2	2	4
	19.00					5	5
	20.00	1		1	4	1	7
	21.00				2	4	6
	22.00		1			14	15
	23.00			1	3		4
	24.00				1	9	10
	25.00			1	2	3	6
	26.00				3	1	4
	27.00				1	2	3
	28.00				1		1
	29.00				3		3
	30.00					2	2
	31.00			1	3		4
	32.00				2	4	6
	33.00			1	6		7
	34.00		1	1	2	3	7
	35.00				5	2	7
	36.00			2		3	5
	37.00			4	3		7
	38.00				3	3	6
	39.00				4	1	5
	40.00				1	4	5
	41.00				1	9	10
	42.00				3	2	5
	43.00			6			6
	44.00				2	3	5
	45.00				2	13	15
	46.00		1	2	1	1	5
	47.00				1	1	2
	48.00				2		2
	49.00				1	3	4
	50.00			4	3		7
	51.00		1	1	6		8
	52.00					1	1
	53.00				2	1	3
	54.00				2	1	3
	55.00				2	2	4
	56.00				5		5
	57.00					5	5
	58.00				2	3	5
	59.00				1		1
	60.00				1	1	2

ID * Desire to Learn Crosstabulation

Count

		Desire to Learn					
		N/A	needs improvement	average	above average	outstanding	Total
ID	61.00				2		2
	62.00					1	1
Total		1	6	50	123	147	327

ID * Appropriate Dress Crosstabulation

Count

		Appropriate Dress				
		N/A	average	above average	outstanding	Total
ID	1.00		2	3	1	6
	2.00			6	2	8
	3.00			5	1	6
	4.00	1		6		7
	5.00	1	2	1		4
	6.00			1	3	4
	7.00				10	10
	8.00	1	2	2	1	6
	9.00	1		5		6
	10.00			3	2	5
	11.00			1	3	4
	12.00		5			5
	13.00				5	5
	14.00	1		3	1	5
	15.00				6	6
	16.00				5	5
	17.00		1		4	5
	18.00			2	2	4
	19.00			1	4	5
	20.00			5	2	7
	21.00			2	4	6
	22.00				15	15
	23.00			4		4
	24.00			1	9	10
	25.00		1	2	3	6
	26.00			3	1	4
	27.00			1	2	3
	28.00			1		1
	29.00		2	1		3
	30.00				2	2
	31.00	3		1		4
	32.00			1	5	6
	33.00	1		6		7
	34.00		1	2	4	7
	35.00			4	3	7
	36.00		2		3	5
	37.00	1		6		7
	38.00			3	3	6
	39.00			4	1	5
	40.00		1		4	5
	41.00			1	9	10
	42.00			2	3	5
	43.00		4	2		6
	44.00			2	3	5

ID * Appropriate Dress Crosstabulation

Count

		Appropriate Dress				
		N/A	average	above average	outstanding	Total
ID	45.00			1	14	15
	46.00			1	4	5
	47.00			1	1	2
	48.00			1	1	2
	49.00			1	3	4
	50.00		3	3	1	7
	51.00	1	1	6		8
	52.00				1	1
	53.00			2	1	3
	54.00			2	1	3
	55.00			3	1	4
	56.00			4	1	5
	57.00				5	5
	58.00			2	3	5
	59.00			1		1
	60.00			1	1	2
	61.00			2		2
	62.00				1	1
Total		11	27	124	165	327

ID * Grooming Crosstabulation

Count

		Grooming				
		N/A	average	above average	outstanding	Total
ID	1.00		2	3	1	6
	2.00			6	2	8
	3.00			5	1	6
	4.00	1		6		7
	5.00	1	2	1		4
	6.00				4	4
	7.00				10	10
	8.00	1	2	2	1	6
	9.00	1		5		6
	10.00			3	2	5
	11.00			1	3	4
	12.00		5			5
	13.00				5	5
	14.00	1		3	1	5
	15.00				6	6
	16.00				5	5
	17.00		1		4	5
	18.00			2	2	4
	19.00			1	4	5
	20.00			5	2	7
	21.00			2	4	6
	22.00			1	14	15
	23.00			4		4
	24.00			1	9	10
	25.00		1	2	3	6
	26.00			3	1	4
	27.00			1	2	3
	28.00			1		1

ID * Grooming Crosstabulation

Count

		Grooming				
		N/A	average	above average	outstanding	Total
ID	29.00		1	2		3
	30.00				2	2
	31.00	3		1		4
	32.00			1	5	6
	33.00	1		6		7
	34.00		1	2	4	7
	35.00			4	3	7
	36.00		2		3	5
	37.00	1		6		7
	38.00			3	3	6
	39.00			4	1	5
	40.00		1		4	5
	41.00			1	9	10
	42.00			2	3	5
	43.00		4	2		6
	44.00			2	3	5
	45.00			1	14	15
	46.00			1	4	5
	47.00			1	1	2
	48.00			1	1	2
	49.00			1	3	4
	50.00		3	3	1	7
	51.00	1	1	6		8
	52.00				1	1
	53.00			2	1	3
	54.00			2	1	3
	55.00			3	1	4
	56.00			4	1	5
	57.00				5	5
	58.00			2	3	5
	59.00			1		1
	60.00			1	1	2
	61.00			2		2
	62.00				1	1
Total		11	26	125	165	327